

DARLINGTON JUNIOR HIGH

100 Magnolia Street
Darlington, South Carolina 29532

GRADES 7-8 Middle School

ENROLLMENT 857 Students

PRINCIPAL Pearl Jeffords 843-398-2600

SUPERINTENDENT Dr. Rainey Knight 843-398-5200

BOARD CHAIR Dr. Thelma P. Dawson 843-393-1291

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	17	17	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 12 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

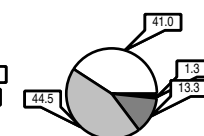
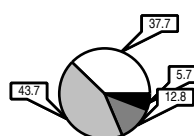
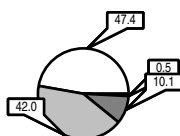
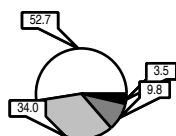
FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Unsatisfactory	N/A
2002	Below Average	Below Average	N/A
2003	Below Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Our School****Middle Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

 **Advanced**

Very high score; very well prepared to work at next grade level; exceeded expectations

 **Proficient**

Well prepared to work at next grade level; met expectations

 **Basic**

Met standards; minimally prepared, can go to next grade level

 **Below Basic**

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	41	333	15
Percent satisfied with learning environment	77.5%	69.9%	57.1%
Percent satisfied with social and physical environment	65.9%	71.1%	42.9%
Percent satisfied with home-school relations	30.8%	82.9%	50.0%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	826	98.9	47.4	42.0	10.1	0.5	10.6	17.6
Gender								
Male	417	99.0	54.1	39.4	6.5	N/A	6.5	17.6
Female	409	98.8	40.5	44.7	13.8	1.1	14.8	17.6
Racial/Ethnic Group								
White	289	98.6	32.6	50.4	15.9	1.1	17.0	17.6
African-American	535	99.1	55.1	37.7	7.0	0.2	7.2	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	655	99.5	40.3	46.5	12.6	0.7	13.3	17.6
Disabled	171	96.5	75.8	24.2	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	826	98.9	47.4	42.0	10.1	0.5	10.6	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	825	98.9	47.3	42.1	10.1	0.5	10.6	17.6
Socio-Economic Status								
Subsidized meals	589	98.8	54.2	39.4	6.3	0.2	6.5	17.6
Full-pay meals	236	99.2	32.4	47.9	18.5	1.3	19.7	17.6

Mathematics								
All students	826	99.6	52.7	34.0	9.8	3.5	13.3	15.5
Gender								
Male	417	99.5	55.6	32.8	8.8	2.8	11.6	15.5
Female	409	99.8	49.9	35.2	10.8	4.2	15.0	15.5
Racial/Ethnic Group								
White	289	99.7	40.2	38.0	15.4	6.4	21.8	15.5
African-American	535	99.6	59.3	31.9	6.8	2.0	8.8	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	655	100.0	45.5	37.8	12.2	4.4	16.6	15.5
Disabled	171	98.2	81.3	18.7	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	826	99.6	52.7	34.0	9.8	3.5	13.3	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	825	99.6	52.7	34.0	9.8	3.5	13.3	15.5
Socio-Economic Status								
Subsidized meals	589	99.7	61.7	30.0	7.2	1.1	8.3	15.5
Full-pay meals	236	99.6	32.8	42.9	15.5	8.8	24.4	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	436	N/A	41.9	45.1	12.3	0.7	13.0
	Grade 8	354	N/A	51.5	37.6	9.4	1.5	10.9
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	417	98.8	48.8	39.8	10.6	0.8	11.4
	Grade 8	409	99.0	45.9	44.3	9.5	0.3	9.8

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	436	N/A	63.7	23.7	8.6	4.0	12.6
	Grade 8	354	N/A	59.7	31.5	6.8	2.1	8.8
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	417	99.3	53.4	32.0	9.3	5.4	14.7
	Grade 8	409	100.0	52.1	36.1	10.3	1.6	11.8

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 857)				
Students enrolled in high school credit courses (grades 7 & 8)	5.1%	Up from 4.4%	10.9%	14.4%
Retention rate	N/A	N/A	3.3%	2.3%
Attendance rate	93.4%	Down from 96.7%	94.8%	95.2%
Eligible for gifted and talented	7.1%	Down from 7.6%	11.5%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	20.4%	Down from 20.8%	15.0%	14.1%
Older than usual for grade	4.1%	Up from 3.3%	6.3%	4.9%
Suspended or expelled	5.6%	Up from 4.8%	1.4%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 54)				
Teachers with advanced degrees	42.6%	Down from 45.1%	42.3%	47.1%
Continuing contract teachers	74.1%	Down from 78.4%	76.9%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	82.6%	Down from 85.1%	81.6%	84.3%
Teacher attendance rate	95.4%	Up from 94.0%	94.9%	95.0%
Average teacher salary	\$39,416	Up 0.6%	\$38,671	\$39,924
Prof. development days/teacher	20.6 days	Up from 13.5 days	10.8 days	10.7 days

School				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio	11.5 to 1	Up from 10.9 to 1	20.2 to 1	21.0 to 1
Prime instructional time	87.3%	Down from 89.3%	87.9%	88.9%
Dollars spent per pupil*	\$5,229	Down 2.8%	\$5,977	\$5,854
Percent spent on teacher salaries*	64.1%	Down from 64.2%	62.0%	62.0%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.2%	Down from 100.0%	94.3%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

This year Darlington Jr. High became a Title I school increasing educational offerings for our students. We were able to add two teaching positions, which enhanced our math and language arts programs. They continued to focus on student achievement by providing an educational environment that was both developmentally appropriate and academically challenging. We held our faculty and students to the highest standards in performance. As we embraced the middle school concept which allowed core subject teachers to hold students in common and to plan together for the complete instruction of the child. Our students continue to thrive in an atmosphere of high expectations for learning through instructional programs that are designed to address the needs of the early adolescent learner. Among our accomplishments during the 2002-2003 school year are the following:

Thirty-eight candidates for South Carolina Junior Scholars. Eight of these students were recognized by the state as Junior Scholars.

Our nominee for the Lieutenant Governor's Award for Excellence in Writing was also the district winner.

Twenty-seven students were named as Duke Tip Scholars, with one receiving state recognition from Duke University.

Three students were recognized by Furman University as a result of their high SAT scores.

We implemented a homework center, Saturday, morning and afternoon tutoring.

Pearl Jeffords, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.